

Oakland Elementary

2728 Arlington Drive
Charleston, SC 29414

Grades	PK-4 Elementary School	
Enrollment	411 Students	
Principal	Deitra L. Brown	843-763-1510
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	66	39	3

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Excellent	No
2004	Average	Excellent	Yes
2005	Good	Excellent	Yes
2006	Average	Good	Yes

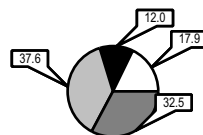
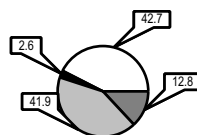
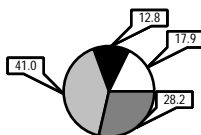
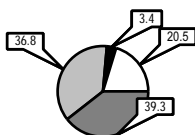
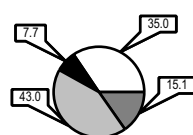
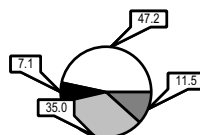
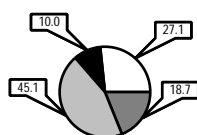
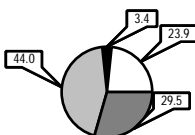
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	128	96.9	20.7	34.5	41.4	3.4	51.7	Yes	Yes
Gender									
Male	66	93.9	25.9	27.6	44.8	1.7	53.4	N/A	N/A
Female	62	100.0	15.5	41.4	37.9	5.2	50.0	N/A	N/A
Racial/Ethnic Group									
White	24	95.8	14.3	28.6	47.6	9.5	61.9	I/S	I/S
African American	104	97.1	22.1	35.8	40.0	2.1	49.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	96	100.0	14.3	36.3	45.1	4.4	58.2	N/A	N/A
Disabled	32	87.5	44.0	28.0	28.0	0.0	28.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	128	96.9	20.7	34.5	41.4	3.4	51.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	128	96.9	20.7	34.5	41.4	3.4	51.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	83	95.2	17.8	32.9	45.2	4.1	56.2	Yes	Yes
Full-pay meals	45	100.0	25.6	37.2	34.9	2.3	44.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	128	96.9	16.4	39.7	30.2	13.8	56.0	Yes	Yes
Gender									
Male	66	93.9	15.5	41.4	24.1	19.0	55.2	N/A	N/A
Female	62	100.0	17.2	37.9	36.2	8.6	56.9	N/A	N/A
Racial/Ethnic Group									
White	24	95.8	9.5	28.6	42.9	19.0	66.7	I/S	I/S
African American	104	97.1	17.9	42.1	27.4	12.6	53.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	96	100.0	9.9	44.0	30.8	15.4	60.4	N/A	N/A
Disabled	32	87.5	40.0	24.0	28.0	8.0	40.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	128	96.9	16.4	39.7	30.2	13.8	56.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	128	96.9	16.4	39.7	30.2	13.8	56.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	83	95.2	12.3	42.5	30.1	15.1	58.9	Yes	Yes
Full-pay meals	45	100.0	23.3	34.9	30.2	11.6	51.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	128	99.2	41.7	40.8	15.0	2.5	17.5
Gender							
Male	66	98.5	43.5	33.9	19.4	3.2	22.6
Female	62	100.0	39.7	48.3	10.3	1.7	12.1
Racial/Ethnic Group							
White	24	100.0	36.4	18.2	40.9	4.5	45.5
African American	104	99.0	42.9	45.9	9.2	2.0	11.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	96	100.0	35.2	49.5	12.1	3.3	15.4
Disabled	32	96.9	62.1	13.8	24.1	0.0	24.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	128	99.2	41.7	40.8	15.0	2.5	17.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	128	99.2	41.7	40.8	15.0	2.5	17.5
Socio-Economic Status							
Subsidized meals	83	98.8	39.0	50.6	7.8	2.6	10.4
Full-pay meals	45	100.0	46.5	23.3	27.9	2.3	30.2

Social Studies							
All Students	128	99.2	17.5	36.7	34.2	11.7	45.8
Gender							
Male	66	98.5	21.0	27.4	35.5	16.1	51.6
Female	62	100.0	13.8	46.6	32.8	6.9	39.7
Racial/Ethnic Group							
White	24	100.0	22.7	22.7	31.8	22.7	54.5
African American	104	99.0	16.3	39.8	34.7	9.2	43.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	96	100.0	12.1	36.3	38.5	13.2	51.6
Disabled	32	96.9	34.5	37.9	20.7	6.9	27.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	128	99.2	17.5	36.7	34.2	11.7	45.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	128	99.2	17.5	36.7	34.2	11.7	45.8
Socio-Economic Status							
Subsidized meals	83	98.8	15.6	35.1	39.0	10.4	49.4
Full-pay meals	45	100.0	20.9	39.5	25.6	14.0	39.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	63	100.0	11.7	36.7	43.3	8.3	51.7
	4	75	98.7	11.6	62.3	26.1	0.0	26.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	98.4	15.5	29.3	53.4	1.7	55.2
	4	65	95.4	25.9	39.7	29.3	5.2	34.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	63	100.0	3.3	60.0	28.3	8.3	36.7
	4	75	100.0	18.6	48.6	27.1	5.7	32.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	98.4	15.5	41.4	27.6	15.5	43.1
	4	65	95.4	17.2	37.9	32.8	12.1	44.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	63	100.0	30.0	51.7	13.3	5.0	18.3
	4	75	100.0	41.4	42.9	5.7	10.0	15.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	100.0	42.4	42.4	15.3	0.0	15.3
	4	65	98.5	41.0	39.3	14.8	4.9	19.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	63	100.0	21.7	56.7	16.7	5.0	21.7
	4	75	100.0	15.7	54.3	21.4	8.6	30.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	63	100.0	11.9	32.2	44.1	11.9	55.9
	4	65	98.5	23.0	41.0	24.6	11.5	36.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 411)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.0%	Down from 4.5%	3.6%	2.8%
Attendance rate	96.4%	Up from 96.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%	Down from 3.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Down from 3.6%	0.0%	0.0%
Eligible for gifted and talented	3.0%	Down from 6.4%	8.3%	10.4%
On academic plans	36.5%	N/AV	40.7%	33.6%
On academic probation	N/A	N/AV	0.5%	1.0%
With disabilities other than speech	8.1%	Down from 9.0%	8.5%	7.5%
Older than usual for grade	1.1%	Up from 0.6%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.0%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	46.9%	Up from 45.2%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.5%	N/A	2.1%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 83.1%	87.1%	87.3%
Teacher attendance rate	95.5%	Down from 96.5%	95.1%	94.9%
Average teacher salary	\$41,431	Up 0.4%	\$42,210	\$42,485
Prof. development days/teacher	6.7 days	Down from 15.6 days	13.3 days	13.3 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 17.1 to 1	18.2 to 1	18.6 to 1
Prime instructional time	91.5%	Down from 92.2%	89.8%	89.7%
Dollars spent per pupil*	\$7,455	Up 5.3%	\$6,642	\$6,557
Percent of expenditures for teacher salaries*	54.8%	Down from 71.6%	64.0%	64.0%
Percent of expenditures for instruction*	73.2%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Oakland Elementary School has a long, rich history of meeting the needs of children in its community. Oakland is located in the West Ashley area of Charleston. We serve a student population that comes from a wide range of cultural and socio-economic backgrounds. Our school educates students in the following: Early Childhood Development, Orthopedically Impaired, Learning Disabled, Speech, Child Development, and Kindergarten through Fourth Grade classes. Administrators, teachers, and staff make our school a positive place for students, parents, and families within our community.

Oakland offers a traditional education focusing on the basics, while enhancing the curriculum with technology, creative arts, and many other programs. Oakland has enriched its academic curriculum by its inclusion in a three-year Comprehensive School Reform Grant worth \$290,000. This grant has enabled us to infuse technology and more into the core instructional areas. The web-based CompassLearning Program has enabled us to tailor remediation, practice, and enrichment activities for all of our students.

Parents access the program and monitor student progress remotely as well as at our school.

Oakland has repeatedly received recognition for excellence at the state, local, and national levels. Some of the significant accomplishments include being a National Blue Ribbon School Winner and receiving numerous Exemplary Writing Awards. We have also been recognized by Charleston County: A Community of Readers as having an outstanding reading program. For the last three years, we have earned the Palmetto Gold Award for our high academic achievement. We have also met 100% of the NCLB, Average Yearly Progress (AYP) indicators and have been recognized by the Education Oversight Committee (EOC) for Closing the Achievement Gap for Historically Underachieving Students.

The goals established this year pertaining to academic performances are (1) students performing in the proficient and advanced levels on the PACT standardized assessment will continue to increase by 5% and (2) students performing below basic will continue to decrease by a minimum of 5%.

Oakland has a highly skilled staff committed to providing a strong educational program with elevated expectations for student achievement. Teaching Tigers to Triumph is the motto that drives us to furnish an excellent instructional curriculum as well as a safe, friendly, and inviting learning environment.

Deitra L. Brown, Principal
Essence Fyfe, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	58	48
Percent satisfied with learning environment	87.5%	91.2%	91.7%
Percent satisfied with social and physical environment	96.9%	77.6%	87.2%
Percent satisfied with school-home relations	83.9%	87.9%	85.1%

*Only students at the highest elementary school grade level at this school and their parents were included.